

# A Pragmatic Analysis of the Speech Act of Warning by Kurdish EFL Learners in Social Contexts

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**Abstract—** Language is considered as a social behavioral phenomenon for human beings. It is the essential tool for communicative interaction among people. Humans use language to convey their thoughts, feelings, and wishes to others. Language is enriched by the speakers who use language for a specific purpose in a specific situation to convey meanings that help the language user to transmit information. Moreover, situational meanings are delivered by different forms of language use that occur in various contexts.

In this paper, the speech act of warning has been examined to identify ten social situations applied on EFL Kurdish senior students at the English department. The research method adopted is a qualitative and a quantitative approach to analyze the data. The selected situation consists of 5 options introduced to the selected participants to select the suitable answer for warning strategies according to their knowledge and experience. The analysis focuses on two aspects: firstly, identifying the warning strategies that are expressed explicatory or implicitly and secondly on examining the verbal and nonverbal warning speech act. Austin (1962) and Searle (1971)'s theoretical framework of Warning speech act have been used in the analysis of the data. The results and findings of the analysis show that Kurdish EFL participants can competently interact with the implicit and explicit speech act of warning in the selected social situations, as well as that warning strategy can impact the participants' verbal, non-verbal communicative skills in their reactions.

Other findings show that Kurdish EFL participants use directness in expressing warning strategies in some situations, as well as indirectness in others. In the latter, the Kurdish participants develop politeness strategies in their answers to different situations in order to maintain a positive face to the addressees and help them not to face embarrassment.

**Index Terms—** Warning strategies, Verbal and Non-Verbal, Explicit, Implicit Warning.

## I. INTRODUCTION

Human behavior is influenced by language. Language is the main tools for human communicative interaction. Devito (2015) defines communication as "the process by which we assign and express meaning in order to achieve shared understanding." Communication requires a diverse set of skills

including intrapersonal and interpersonal listening, observing, speaking, questioning, analyzing, and assessing. These skills are developmental in nature and can be applied to all aspects of life, including home, school, community, work, and beyond.

It is worthy to be noted that sentences can serve a variety of purposes. A single sentence can express a variety of functions. A simple declarative sentence like 'This is my book', for example, can be interpreted as a statement, an interrogative, an exclamatory sentence, or an order. Another utterance: 'I'll see you in two hours,' for example, can be interpreted to convey the speech acts of warning, promise, or prediction. In this sentence, three functions can be noticed. When we say, 'Watch out, the ground is muddy,' we are performing the speech act of warning someone to be aware for the muddy grounds when he or she is crossing. The following sentence 'I'll see you in two hours' can be different from the above-mentioned sentences in their interpretation of their speech acts of warning, promise, or prediction. This is based on the speaker's use of the same words in order to convey his or her message to the addressees. The above-mentioned sentences exhibit information about the addresser's and addressee's identities, the speaker's aim in using the speech, and the context in which the sentence occurred.

In this paper, the researcher examines some warning strategies given to the Kurdish EFL learners in the selected situation to identify whether the warning strategy is expressed explicitly, implicitly, verbally and nonverbally. In analyzing the speech act of warning for Kurdish EFL learners, the following research questions are addresses:

1. How can Kurdish learners interact with implicit and explicit warning speech act strategies in selected social situations?
2. How does the addresser express and comprehend warnings in specific social contexts?
3. Does the verbal and nonverbal warning speech act strategy influence the reaction of Kurdish EFL learners?

The aim of this study is to investigate warning strategy in Kurdish social situations. In the next section, the previous studies of warning speech act strategy will be introduced.

## II. LITERATURE REVIEW

Speech Act Theory is a crucial theoretical paradigm that has influenced the direction of linguistic investigation in this area (Austin, 1962). According to Austin, statements can be divided into three levels: locutionary, illocutionary, and perlocutionary acts. According to Austin, the illocutionary acts that the "power" of the below two statements and their performative acts express the warning strategy:

1. "Don't run with scissors."
2. "I warn you, don't run with scissors."

The first utterance when expressed in a specific context has the power of a warning, which could be stated in a performative act neither true nor false. While the second utterance has a power too which is explicitly convey a warning due to the presence of the verb 'warn'. When addressees hear the above statements, they recognize them as a warning rather than behaving in any particular way in response to the warning strategy.

According to Allwood (1977), the conventional content of the words used in the situation often recognize the utterances of a certain type of action whether implicit and explicit warnings. The following are some of his examples:

- (1) There is a bull in the meadow. (Implied Performative)
- (2) I warn you there is a bull in the meadow. (Explicit Performative)

The lexical content of warning, together with the indicative form of utterance (2) above leads one to believe that the second utterance is a *warning* rather than a *promise*. This means that no specific warning norms are required except that the lexical conventions connect the speech act of warning to its content.

Speech acts, according to Korta (2007), are communicative acts carried out through oral or written use of language. Korta emphasizes that a single speech act can be expressed in a variety of ways; for example, he claims that the following utterances all express the same functions, namely, warning: "I bet that there's a dangerous animal there," "I guarantee that there's a dangerous animal there," and "I warn you that there's a dangerous animal there." The adjective *dangerous* is frequently used to describe a warning speech act.

Opinions vary among researchers regarding the distinctions between direct and indirect speech acts for expressing *warning* and *threatening*. According to Holtgraves (1999), indirect speech acts are harder to understand than direct speech and indirect speech takes much longer to respond to than direct speech, since it requires more mental processes to realize and understand. Teachers can utilize politeness strategies like indirect speech forms to facilitate a face-threatening situation.

As an example, Austin (1962) utilizes the speech act of warning: that can have the effect of deterrence, and saying something to dissuade can have the effect of alerting or even alarming.

Warning strategies can be seen in statements conveying danger, watching out and watching up. However, the majority of research that has systematically evaluated variances in the wording of warnings has focused on individual's signal words like danger, warning, and caution. Some signal words have been proven to represent distinct levels of risk when delivered individually. The speech act of danger for example, is

frequently ranked higher than Warning or Caution, yet perceptions of Warning and Caution are nearly identical (Wogalter & Silver, 1995).

Nicoloff (1989) makes a distinction between threatening and warning. The former is cooperative, and the latter is a uncooperative. Warning is an act of collaboration where the addresser alerts the addressee to be on guard against potential danger whereas threats are acts of aggression. Furthermore, Austin distinguishes between threatening and warning (cited in Recanati, 1987) when categorizing threats as perlocutionary and warning as illocutionary.

One distinction Austin makes in relation to Speech act of warning is that between implicit performatives and explicit performatives. The intended illocutionary force of the imperative 'Don't do it', for example, is implicit, as what the speaker has in mind by saying, it is not specifically indicated. Due to the implicit nature of the clause, 'Don't do it' can be, depending on the paralinguistic or kinesics cues given by the speaker, and on the power or status relationship between the speaker and hearer, a warning, a command, a request or an advice (1962).

According to Nicoloff (1989), "Informing, ordering, warning, undertaking, i.e., utterances with a specific (conventional) force" are examples of illocutionary activities. "What we bring about or achieve by speaking something, such as convincing, persuading, discouraging, and even, say, shocking or misleading," according to perlocutionary acts. Austin focuses on illocutionary activities claiming that this is where we can locate the "power" of a sentence and see how it is performed. "Don't run with scissors," for example, has the power of a warning when delivered in a specific situation. In the next section, the types of warning strategies are introduced.

### A. Warning Strategies

According to Merriam-Webster's dictionary, warning is defined as "something (such as an action or a statement) that tells someone about possible danger or trouble. Warning strategies have been classified into four main strategies: requesting, alerting, threatening, and advising" (2022) explained below in detail.

#### 1) Requesting

Requesting can be performed by forming both imperative and declarative sentences as shown below"

Declarative sentences are sentences in which a subject is present and precedes the verb. They are primarily associated with statements (Quirk and Greenbaum, 1990). The following examples are imperative sentences:

- a- Please be careful, there is some wires are bare.
- b- Watch out! some wires are bare.

Utterances (a) and (b) above refer to the same situation which alert the addressee in a polite way by using implicit warning and the word 'please' in (a) and explicit warning in (b). The first utterance (a) often expresses the harshness of a direct request. While the second utterance expresses the cautions of the warner by using the expression "watch out".

Imperative sentences refer to a sentence which is in the form of a command as in the example of Pick up the book!

Imperative sentences do not always have the function of an order, as in "Look what you've done now!" (Richards, 2010). In the below two utterances:

- a- Don't sit! it is wet.
- b- Hey, do not sit, there is water! It's dirty now.

The imperative sentences have been used in the negative forms to signify requesting that may function as a warning. Utterance (a) is a direct request which appears to convey a threatening speech act and the power of the Warner's tone is clearly appearing in the use of the emphatic 'do' in the negative form that tends to be a command, while in the utterance (b), the warner asks the warnee to avoid sitting because the place is wet and dirty.

### 2) *Alert*

An alert is a warning to prepare for an action against serious danger. For example, in the utterance: "Watch up your steps", the speaker is clearly giving an alert to the hearer to be more cautious with his/her steps without mentioning the reasons behind this alert which may be interpreted as an insult that embarrasses the addressee.

### 3) *Threatening*

According to Brown and Levinson (1987), positive and negative face universally exists in human culture. A face-threatening act is an act that inherently damages the face of the addressee or the speaker by acting in opposition to the wants and desires of the other. The following utterances are the samples for the answers of the question raised in Situation (1) that are shown to the selected EFL Kurdish participants.

- a. Try to wake up earlier in order to be on time; otherwise, you will be punished.
- b. This will be the last warning for you; I hope you do not repeat it again.

Utterances (a) and (b) are uttered by the selected participants for the first question in Situation 1 (section 4, p.8). They directly indicate that they dislike some aspects of the hearer's personal attributes (hearer's punctuality). Requesting expressed by threatening refers to the speakers' beliefs that the hearer can do this request; otherwise, the hearer will be punished. While threatening someone verbally can be analyzed, as the speaker saying something to an addressee in order that the addressee thinks that the speaker is going to cause harm to the addressee with the purpose of frightening the addressee and thereby getting the addressee to do what the speaker wishes. This finding is also supported by (Nicoloff, 1989).

### 4) *Advising*

Advising is another strategy used for expressing warning. The proper example can be seen in Situation 1, option (C) in the questionnaire (in the Appendix):

I will advise him/her in a proper manner and will explain the disadvantages when he/she comes late to the class.

## III. METHODOLOGY

The research methods adopted in this paper is a qualitative and quantitative approach for analyzing the speech act of warning of EFL Kurdish learners in Kurdish social contexts. In the below sections, the selected participants, data collection, data analysis and discussion about certain previous work.

### A. *The Participants*

In this study, thirty native EFL Kurdish university students have been selected as the research population. The participants are senior students who were selected at the university level because they are assumed to have learned the appropriate sociolinguistic or social communication principles that represent their cultures' norms. The participants are not only required to follow any rules, but also to express their reactions to gain realistic responses. Kurdish participants are asked to choose the appropriate answer according to their knowledge and experience in their mother tongue to identify the warning strategy in their responses to the Questionnaire. The chosen participants are students from English department at the university of Sulaimani. They have good English backgrounds to choose the verbal and non-verbal communication skills that make the English examples to be prioritized over Kurdish transliterated examples to be written in the analysis. The examples are taken from Kurdish social contexts. The utterances are originally Kurdish, for ease of understanding, the given Kurdish utterances have been translated into English to be used in the analysis. This is due to the high level of the EFL learners' skills of the English language that the researcher finds that the English versions of the given situations are sufficient for the analysis rather than giving the original Kurdish transliterated versions.

### B. *Data Collection*

The data for this study has been collected through a questionnaire. The researcher has raised ten situations and has given them to the participants who were asked how they would choose and respond to those specific situations. The participant's responses to the selected tenth situations are collected and then analyzed in detail.

### C. *Data Analysis*

Four types of warning strategies including requesting, alerting, threatening, and advising have been identified. In examining the data, the researcher offers two general aspects. Each aspect will be examined in the light of the warner's and warnee's viewpoints, to discover how many Kurdish participants use the warning strategy verbally or non-verbally, as well as expressing the warning explicitly or implicitly.

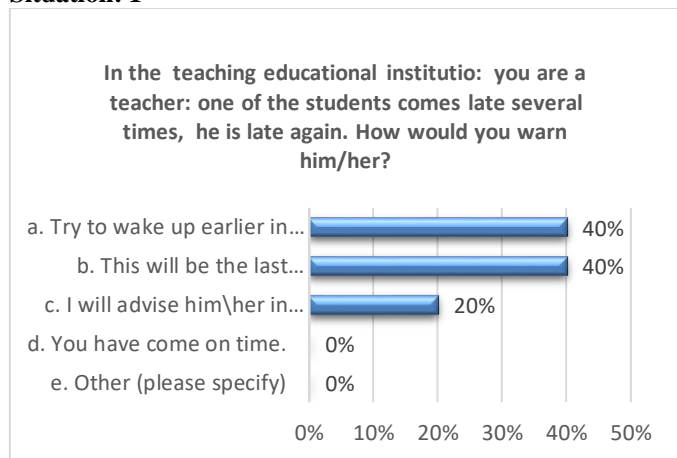
### D. *Questionnaire*

In this section, the questionnaire includes ten questions that consist of five options in the form of multiple-choice items given in the selected Situations (1-10) have been introduced in the Appendix. Some instructions about the steps of data collection and analysis given too by the researcher in the Appendix.

## IV. ANALYSIS OF WARNING STRATEGIES TO THE EFL KURDISH LEARNERS

In this section, the given questions in Situations (1-10) shown in the Appendix have been answered by the EFL learners. The below bar charts include the questions given in the Situations and the chosen answers by the thirty EFL learners.

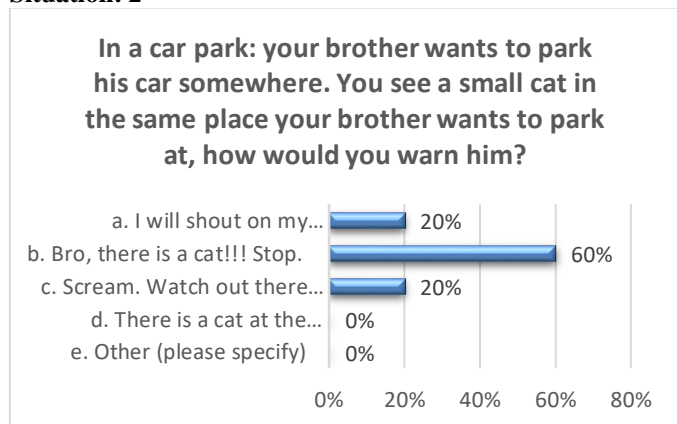
**Situation: 1**



Answer Choices	Responses
a. Try to wake up earlier in order to be on time; otherwise, you will be punished.	40.00% 12
b. This will be the last warning for you; I hope do not repeat it again.	40.00% 12
c. I will advise him\her in proper manner and explain the disadvantages when he\she comes late to the class.	20.00% 6
d. You have come on time.	0.00% 0
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 1 indicates that 12 participants have chosen option (a) which illustrate warning and threatening speech act strategies which are not explicitly expressed. Another 12 participants have chosen (b) which indicate that the warning act has been explicitly expressed by the linguistic word ‘warning’, 6 participants have chosen (c) that signifies the warning speech act expressed by the verb ‘advice’, options (d) and (e) have not been selected by any participants.

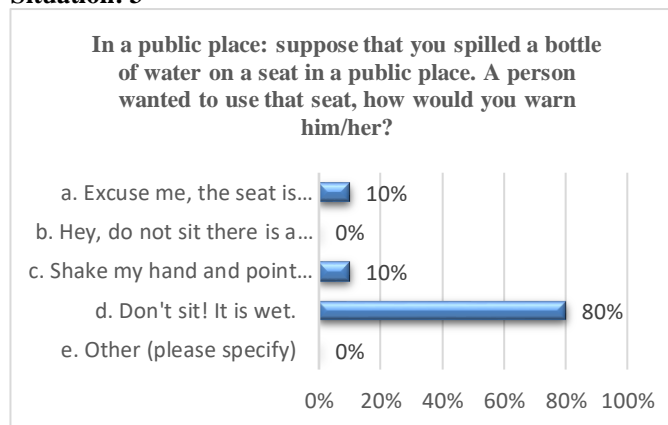
**Situation: 2**



Answer Choices	Responses
a. I will shout on my brother, hey there is a cat.	20.00% 6
b. Bro, there is a cat!!! Stop.	60.00% 18
c. Scream. Watch out there is a cat!	20.00% 6
d. There is a cat at the parking place, I think you should park somewhere else.	0.00% 0
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 2 indicates that 18 participants have chosen (b) which indicates that the warning act has been overtly expressed by the verb ‘stop’ used in the imperative statement which is a command. Six participants have chosen option (a) which illustrates warning speech act which is explicitly expressed by the verb ‘shout’ signifying that the speaker seriously concerns about the cat’s life. Another 6 participants have chosen (c) that signifies the nonverbal, warning speech act of ‘Scream’ to notify the addressee about the cat. Options (d) and (e) have not been selected by any participants.

**Situation: 3**

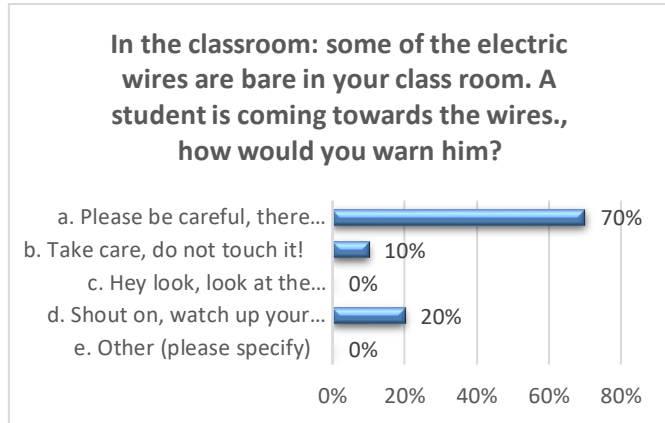


Answer Choices	Responses
a. Excuse me, the seat is not clear.	10.00% 3
b. Hey, do not sit there is a water! It’s dirty now.	0.00% 0
c. Shake my hand and point to the seat.	10.00% 3
d. Excuse me; the seat is very dirty; some water was spilled.	80.00% 24
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 3 illustrates that 24 participants has chosen (d) which indicates a polite warning speech act that has been overtly expressed by the polite phrase ‘Excuse me’, as well

as explaining the reason why the speaker is claiming that. Three participants have chosen option (a) which illustrates a polite indirect warning which is expressed by the phrase 'Excuse me'. Another 3 participants have chosen a non-verbal signal expressed by the lexical items 'shake hand' and 'point to' the seat' which are warning gestures to warn the addressee that the seat is not clean. Options (b) and (e) have not been selected by any participants.

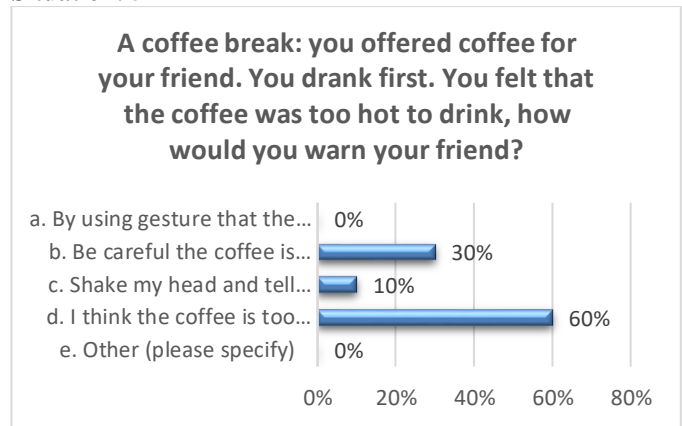
**Situation: 4**



Answer Choices	Responses
a. Please be careful; some wires are bare.	70.00% 21
b. Take care, do not touch it!	10.00% 3
c. Hey look, look at the wires!	0.00% 0
d. Watch up your steps.	20.00% 6
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 4 indicates that 21 participants have chosen option (a) which illustrates a warning speech act which is explicitly expressed verbally by the lexical item 'please' signifying that the speaker politely concerns about the hearer's safety. Three participants have chosen (b) which indicates that the warning act has been overtly expressed by the imperative phrases 'take care' s and 'do not touch it' signifying that the former conveys concern and the latter expresses confirmation by the addresser in order that the addressee avoid touching the wires. Six participants have chosen (d) to signify the warning speech act used by the addresser carries a nervous tone giving the impression of nuisance boredom. Options (c) and (e) have not been selected by any participants.

**Situation: 5**

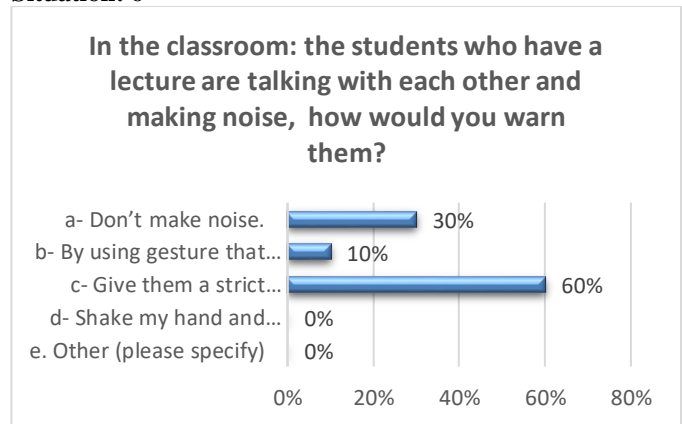


Answer Choices	Responses
a. By using gesture that the coffee is hot.	0.00% 0
b. Be careful the coffee is very hot.	30.00% 9
c. Shake my head to notify him/her not to drink.	10.00% 3
d. I think the coffee is too hot to drink.	60.00% 18
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 5 indicates that 18 participants have chosen option (d) which illustrates a verbal warning speech act which is explicitly expressed by the cognitive verb 'think' signifying that the addresser presents his cautious neutrally about the proposition that 'the coffee is too hot to drink'. Three other participants have chosen (c) which is expressed by the non-verbal signal 'shake my head' to express a non-verbal warning speech act to notify the addressee to be aware not to drink.

Nine participants have chosen (b) which signifies that the warning act has been overtly expressed by the imperative statement using a verbal expression: 'be careful' signifying that the addresser is rather direct and cautious. Options (a) and (e) have not been selected by any participants.

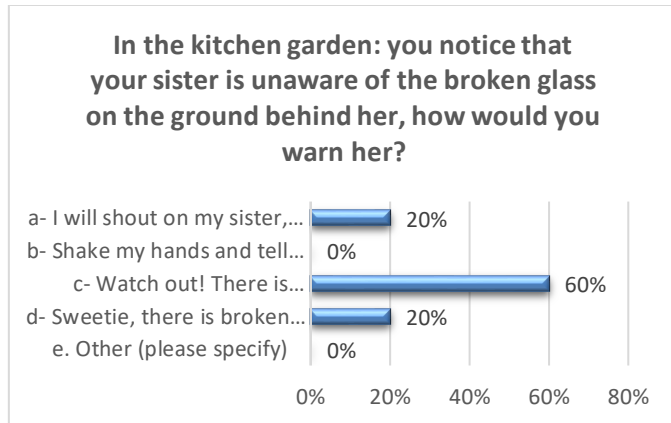
**Situation: 6**



Answer Choices	Responses	
a- Don't make noise.	30.00%	9
b- Using gesture to avoid making noise	10.00%	3
c- Give them a strict warning using the university rules.	60.00%	18
d- Shake my hand and point them not to make noise.	0.00%	0
e. Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>30</b>

The results of Situation 6 indicates that 18 participants have chosen option (c) which indicates an explicit warning speech act which is expressed verbally by the imperative statement 'give them a strict warning' to warn the students to follow the university regulation. Nine participants have chosen (a) to express a verbal warning speech act expressed by the imperative statement 'don't make noise' to make an order that the students must be quite during lectures. Three participants have chosen option (b) to express a nonverbal gesture to warn the students for being quiet. This warning is nonverbal. Options (d) and (e) have not been chosen by any participants.

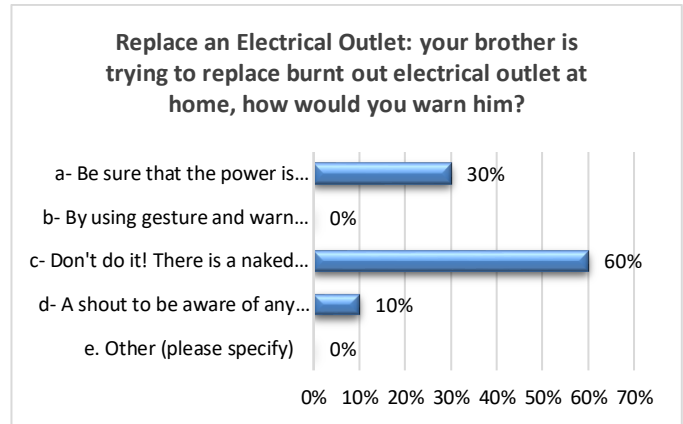
**Situation: 7**



Answer Choices	Responses	
a- I will shout on my sister, hey there is broken glass everywhere.	20.00%	6
b- Shake hands and tell her not to go.	0.00%	0
c- Watch out! There is broken glass everywhere!	60.00%	18
d- Sweetie, there is broken glass everywhere.	20.00%	6
e. Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>30</b>

The result of Situation 7 indicates that 18 participants have chosen option (c) which illustrates a verbal warning speech act which is explicitly expressed by the imperative statement 'watch out' to strongly confirm that a broken glass is everywhere. Six participants have chosen (a) to express a nonverbal warning 'shouting' to warn the addressee about a broken glass. Another six participants have chosen a polite indirect language to warn the addressee about the broken glass. This warning is verbal. Options (b) and (e) have not been selected by any participants.

**Situation: 8**

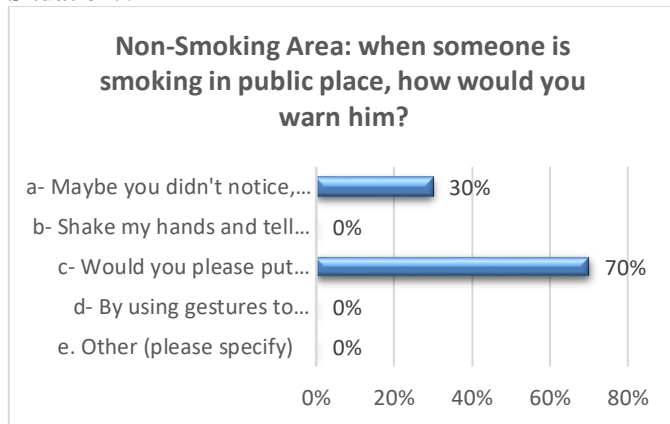


Answer Choices	Responses	
a- Make certain that the power is disconnected.	30.00%	9
b- By using gesture and warn him that it's dangerous.	0.00%	0
c- Watch out! There is a naked wire behind the outlet!	60.00%	18
d- A shout to warn that a wire is naked.	10.00%	3
e. Other (please specify)	0.00%	0
<b>TOTAL</b>		<b>30</b>

The result of Situation 8 indicates that 18 participants have chosen option (c) by the imperative statement 'watch out' to express a verbal warning to warn the addressee that 'there is a naked wire behind the outlet'. Nine participants have chosen (a) which is expressed by a giving an advice to be 'certain' to warn the addressee to check the disconnection of the power of the wire. Three participants have chosen a non-verbal signal expressed by the lexical item 'shout' which is a nonverbal warning direct gesture to confirm the danger of the naked wire. Options (b) and (e) have not been selected by any participants.



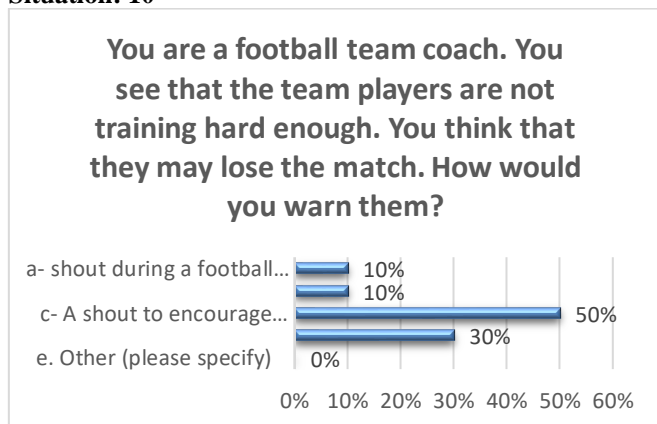
**Situation: 9**



Answer Choices	Responses
a- Maybe you didn't notice, but this is a no-smoking area.	30.00% 9
b- Shake my hands and tell him/her not allowed.	0.00% 0
c- Would you please put your cigarette out?	70.00% 21
d- By using gestures to warn him/her not to smoke.	0.00% 0
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 9 indicates that 21 participants have chosen option (c) which illustrates a verbal warning speech act which is explicitly expressed by the polite statement 'would you please' to ask the addressee to 'put your cigarette out' to express a warning in the form of polite requesting. Nine participants have chosen (a) to express a probable nonverbal warning 'maybe' to address the listener that smoking is not allowed in this area. Options (b), (d) and (e) have not been selected by any participants.

**Situation: 10**



Answer Choices	Responses
a- shout during a football match to warn a team-mate that a player of the other team is right behind. Of course call to pass the ball quickly.	10.00% 3
b- Shake hands and tell them to be aware.	10.00% 3
c- A shout to encourage players to play a long ball into the penalty area.	50.00% 15
d- By using different hand gestures and hand positions to communicate their ideas during the game.	30.00% 9
e. Other (please specify)	0.00% 0
<b>TOTAL</b>	<b>30</b>

The result of Situation 10 indicates that 15 participants have chosen option (c) which illustrates a nonverbal warning speech act which is expressed by the noun 'shout' to encourage the player to send 'a long ball into the penalty area'. The addresser knows that the players are not well-trained because of this, the coach guides the players to score a goal. Nine participants have chosen (d) to express a nonverbal warning 'hand gesture' to warn the players to exchange ideas for supporting each other to win the match. Three participants have chosen (a)

a nonverbal warning speech act which is expressed by the verb 'shout' to warn the team-mates 'to pass the ball quickly'

This warning is nonverbal. Another three participants have chosen a nonverbal signal gesture used by the addresser (a team coach) to warn the team-player and be cautious in their performance. Option (e) has not been selected by any participants.

**V. FINDINGS AND CONCLUSION**

In this paper, the speech act of warning has been examined to identify ten social situations applied to 30 EFL Kurdish senior students at the English department. The research method adopted is a qualitative and a quantitative approach to analyze the data. The selected situation consists of 5 options introduced to the participants to choose the suitable answer for warning strategies according to their knowledge and experience. The analysis focuses on two aspects: firstly, on identifying the warning strategies that are expressed explicitly or implicitly and secondly on examining the verbal and nonverbal warning speech act. The results of the analysis show that Kurdish EFL participants can competently interact with the implicit and explicit warning speech act strategy in the selected social situations, as well as that warning strategy can impact the participants' verbal, non-verbal communicative skills in their reactions.

The following findings have been drawn from the analysis of warning strategies:

1. In Situation 1, twenty-first participants have used a verbal warning speech act which is explicitly expressed by the polite statement 'would you please'. Twelve participants have chosen option (a) which illustrate warning and threatening speech act strategies which are not explicitly expressed. Another 12 participants have chosen (b) which indicate that the warning act has been explicitly expressed by the linguistic word 'warning'.

2. In Situation 2, eighteen participants have chosen (b) which indicates that the warning act has been overtly expressed by the verb 'stop' used in the imperative statement which is a command. Six participants have chosen option (a) which illustrates warning speech act which is explicitly expressed by the verb 'shout' signifying that the speaker seriously concerns about the cat's life. Another 6 participants have chosen (c) that signifies the nonverbal, warning speech act of 'Scream' to notify the addressee about the cat.
3. In Situation 3, twenty-four participants have chosen (d) which indicates a polite warning speech act that has been overtly expressed by the polite phrase 'Excuse me', as well as explaining the reason why the speaker is claiming that. Three other participants have chosen option (a) which illustrates a polite indirect warning which is expressed by the phrase 'Excuse me'. Another 3 participants have chosen a non-verbal signal cue expressed by the lexical items 'shake hand' and 'point to' the seat' which are warning gestures to warn the addressee that the seat is not clean.
4. In Situation 4, twenty-first participants have chosen option (a) which illustrates a warning speech act which is explicitly expressed verbally by the lexical item 'please' signifying that the speaker politely concerns about the hearer's safety. Three participants have chosen (b) which indicates that the warning act has been overtly expressed by the imperative phrases 'take care' s and 'do not touch it' signifying that the former conveys concern and the latter expresses confirmation by the addresser in order that the addressee avoid touching the wires. Six participants have chosen (d) to signify the warning speech act used by the addresser
5. In Situation 5, eighteen participants have chosen option (d) which illustrates a verbal warning speech act which is explicitly expressed by the cognitive verb 'think' signifying that the addresser presents his cautious neutrally about the proposition that 'the coffee is too hot to drink'. Three other participants have chosen (c) which is expressed by the non-verbal signal 'shake my head' to express a non-verbal warning speech act to notify the addressee to be aware not to drink.
6. In Situation 6, eighteen participants have chosen option (c) which indicates an explicit warning speech act which is expressed verbally by the imperative statement 'give them a strict warning' to warn the students to follow the university regulation. Nine participants have chosen (a) to express a verbal warning speech act expressed by the imperative statement 'don't make noise' to make an order that the students must be quite during lectures. Three participants have chosen option (b) to express a non verbal gesture to warn the students for being quiet. This warning is nonverbal. Nine participants have chosen (b) which signifies that the warning act has been overtly expressed by the imperative statement using a verbal expression: 'be careful' signifying that the addresser is rather direct and cautious.
7. In Situation 7, eighteen participants have chosen option (c) which illustrates a verbal warning speech act which is explicitly expressed by the imperative statement 'watch out' to strongly confirm that a broken glass is everywhere. Six participants have chosen (a) to express a nonverbal warning 'shouting' to warn the addressee about a broken glass. Another six participants have chosen a polite indirect language to warn the addressee about the broken glass. This warning is verbal.
8. In Situation 8, eighteen participants have chosen option (c) by the imperative statement 'watch out' to express a verbal warning to warn the addressee that 'there is a naked wire behind the outlet'. Nine participants have chosen (a) which is expressed by a giving an advice to be 'certain' to warn the addressee to check the disconnection of the power of the wire. Three participants have chosen a non-verbal signal expressed by the lexical item 'shout' which is a nonverbal warning direct gesture to confirm the danger of the naked wire.
9. In Situation 9, twenty-first participants have chosen option (c) which illustrates a verbal warning speech act which is explicitly expressed by the polite statement 'would you please' to ask the addressee to 'put your cigarette out" to express a warning in the form of polite requesting. Nine participants have chosen (a) to express a probable nonverbal warning 'may be' to address the listener that smoking is not allowed in this area.
10. In Situation 10, fifteen participants have chosen option (c) which illustrates a nonverbal warning speech act which is expressed by the noun 'shout' to encourage the player to send ' a long ball into the penalty area'. The addresser knows that the players are not well-trained because of this, the coach guides the players to score a goal. Nine participants have chosen (d) to express a nonverbal warning 'hand gesture' to warn the players to exchange ideas for supporting each other to win the match. Three participants have chosen (a) a nonverbal warning speech act which is expressed by the verb 'shout' to warn the teammates 'to pass the ball quickly' Another three participants have chosen a nonverbal signal gesture used by the addresser (a team coach) to warn the team-player and be cautious in their performance.

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APPENDIX

This appendix contains the questions raised in the Situations given in the questionnaire which includes 10 questions that consist of five options in the form of multiple-choice items given in the selected Situations (1-10). Some instructions about the steps of data collection and the analysis given too by the researcher.

Dear participants,  
 The researcher is conducting a study entitled A Pragmatic Analysis of the Speech Acts of Warning in Kurdish Social Contexts. I kindly appreciate your participation by answering these questions carefully and accurately. This research is

intended for an educational use only, and the information you provide will be kept confidential.

Thank you.

The Researcher

General Information

Sex:                    male                    female  
 Age

Instruction: read the following situations carefully and then choose what you believe to be the intended warning speech act conveyed by the given utterance appeared in the multiple-choice items. Please circle the correct letter of the correct answer:

**Situation 1: In the teaching educational institution**, one of the students comes late several times. He is late again, how would you warn him/her by the following choices?

- a. Try to wake up earlier in order to be on time; otherwise, you will be punished.
- b. This will be the last warning for you; I hope you do not repeat it again.
- c. I will advise him\her in proper manner and explain the disadvantages when he/she comes late to the class.
- d. You have come on time.
- e. Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 2: In a car park**: your brother wants to park his car somewhere, you see a small cat in the same place your brother wants to park at, how would you warn him?

- a. I will shout on my brother, hey there is a cat.
- b. Bro, there is a cat!!! Stop.
- c. Scream. Watch out there is a cat!
- d. There is a cat at the parking place, I think you should park somewhere else.
- e. Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 3: In a public place**: suppose that you spilled a bottle of water on a seat in a public place. A person wanted to use that seat; how would you warn him/her?

- a. Excuse me, the seat is not clear.
- b. Hey, do not sit, there is a water! It's dirty now.
- c. Shake hand and point to the seat.

- d. Excuse me; the seat is very dirty; some water was spilled.
- e. Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 4: In the classroom:** some of the electric wires are bare in your classroom. A student is coming towards the wires, how would you warn him?

- a. Please be careful, there is some wires are bare.
- b. Take care, do not touch it!
- c. Hey look, look at the wires!
- d. Watch up your steps.
- e. Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 5: A coffee break:** you offered coffee for your friend. You drank first, you felt that the coffee was too hot to drink, how would you warn your friend?

- a. Using gesture that the coffee is hot.
- b. Be careful the coffee is very hot.
- c. Shake my head and tell him/her not to drink.
- d. I think the coffee is too hot to drink.
- e. Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 6: In the classroom:** the students who have a lecture are talking with each other and making noise, how would you warn them?

- a- Don't make noise.
- b- By using gesture that making noise not allowed.
- c- Give them a strict warning using the university rules.
- d- Shake my hand and point them not to make noise.
- e- Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 7: In the kitchen garden:** you notice that your sister is unaware of the broken glass on the ground behind her, how would you warn her?

- a- I will shout on my sister, hey there is broken glass everywhere.
- b- Shake hands and tell her not to go.

- c- Watch out! There is broken glass everywhere!
- d- Sweetie, there is broken glass everywhere.
- e- Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 8: Replace an Electrical Outlet:** your brother is trying to replace burnt out electrical outlet at home, how would you warn him?

- a- Be sure that the power is disconnected.
- b- By using gesture and warn him that it's dangerous.
- c- Watch out! There is a naked wire behind the outlet!
- d- A shout to be aware of any danger.
- e- Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 9: Non-Smoking Area:** when someone is smoking in public place, how would you warn him?

- a- Maybe you didn't notice, but this is a no-smoking area.
- b- Shake my hands and tell him/her not allowed.
- c- Would you please put your cigarette out?
- d- By using gestures to warn him/her not to smoke.
- e- Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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**Situation 10: you are a football team coach.** you see that the team players are not training hard enough. You think that they may lose the match, how would you warn them?

- a- shout during a football match to warn a team-mate that a player of the other team is right behind. Often a call to pass the ball quickly.
- b- Shake hands and tell them to be aware.
- c- A shout to encourage players to play a long ball into the penalty area.
- d- By using different hand gestures and hand positions to communicate their ideas during the game.
- e- Other (please specify) (.....).

To write down your answer just select the letter (a, b, c, d or e)

Answer	
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